

Childminder report

Inspection date: 16 June 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder provides children with a well-resourced environment. Children make independent choices about their play. They are motivated to learn and are happy and settled. They use their imagination as they pretend to be firefighters. Children discuss with their friends what they should wear and decide who will put the fire out. They announce, 'we need hats'. Children are developing problem-solving skills. They persevere as they try to fill small lengths of hose with water from a bucket.

Babies and young children have sensitive relationships with the childminder and co-childminder. They receive lots of cuddles, especially when they are tired or upset. This helps them to settle and feel emotionally secure. Babies and young children express their curiosity. They investigate a range of sensory items, such as shiny material. Young children use their hands to grasp and squeeze the fabric. Babies are engaged and focused. They happily make noise with items that rattle.

Due to the COVID-19 (coronavirus) pandemic, the childminder and co-childminder have changed some aspects of their practice. The childminder used video calls to keep in touch with children when the setting was closed. She tailored settling back in sessions according to children's individual needs. As a result, children returned happy and eager to meet their friends.

What does the early years setting do well and what does it need to do better?

- The childminder has made improvements to her practice and effectively addressed the weaknesses found at her last inspection. She knows the children well and has a clear expectation of what she wants them to learn. The childminder makes regular assessments of what children know and can do. She uses these effectively to plan what children need to learn next. Children make good progress.
- Children's early literacy skills are developing. They enjoy drawing pictures and listen attentively to stories. The childminder encourages children to look at books to find things out for themselves. For example, they learn the names of dinosaurs as they match their toy dinosaur to pictures in books.
- The childminder is caring and kind and has a calm and gentle approach. She models good manners and gives children clear guidance as to what is expected of them. Children play well together. They are eager to help the youngest children. For example, older children find small books for the babies.
- Children are developing good mathematical knowledge and skills. They are focused and display high levels of concentration as they play a board game. The childminder reminds children to share and take turns. She introduces positional language, such as 'in front' and 'behind'. Children confidently count to 10 and

identify shapes and colours. The childminder encourages them to recall past learning experiences. Children remember watching the launch of a space shuttle on television.

- The childminder introduces children to festivals from their own and other people's cultures. For example, they taste different foods and draw pictures of dragons at Chinese New Year. However, she does not consistently help children to build further on their knowledge and understanding of diversity in the world around them.
- Relationships with parents are strong. The childminder shares information with them about their child's day in a range of ways. She speaks to parents at the beginning and end of the day and chooses to provide them with a termly written report about their child's progress. Parents are highly complimentary about the childminder and co-childminder. They comment on the wonderful activities they provide and how they go above and beyond for children in their care.
- The childminder provides children with plenty of opportunities for active play. Children run around the garden and ride on wheeled toys. The childminder supports them to learn how their bodies work. Children confidently tell visitors that their heart pumps oxygen around their bodies.
- The childminder and co-childminder engage in regular discussions about what they do well and areas they would like to improve. This helps them to have an accurate overview of the service they provide. Although the childminder keeps her mandatory training up to date, such as first aid and safeguarding, she has yet to focus on building and improving her knowledge and skills over time to enhance the teaching of the curriculum.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of how to keep children safe. She attends training to keep her knowledge of child protection up to date. The childminder has clear procedures to follow if she is concerned about a child's welfare. She makes daily safety checks on the environment to ensure children play safely. The childminder supervises children well. She ensures children wear sun protection when they are outside. The childminder follows the latest government guidance with regard to the COVID-19 pandemic.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- strengthen opportunities for children to gain an even better understanding of diversity in the world around them
- review professional development opportunities to enhance the teaching of the curriculum and improve knowledge and skills over time.

Setting details

Unique reference number	EY417691
Local authority	Worcestershire
Inspection number	10126660
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 8
Total number of places	6
Number of children on roll	13
Date of previous inspection	26 September 2019

Information about this early years setting

The childminder registered in 2010. She operates from her co-childminder's home in Bromsgrove. She provides care all year round from 8am to 5.30pm, Monday to Friday, except for two weeks at Christmas, bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Tina Smith

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in their evaluation of the setting.
- The childminder and inspector completed a learning walk together to discuss activities and intentions for children's learning.
- The inspector looked at required documentation, including evidence of the suitability of the childminder.
- The inspector took account of the views of parents through discussion and written documentation.
- The inspector and the childminder discussed and evaluated a learning activity together.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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